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RESEARCH ARTICLE

**EMPLOYABILITY OF BSE AND BEE GRADUATES OF UNIVERSITY OF RIZAL SYSTEM,
 ANTIPOLO CITY.**

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Abstract

Employability is one of the indicators on the relevance of program offerings in higher education institutions. It measures the marketability of graduates in any program. If graduates cannot land a job based on the course and specialization taken in college that means the graduates are not employable. This article shows how employable are the graduates of BSE & BEE programs of the University of Rizal System Antipolo City from School Year 2003-2004 to 2012-2013. Results showed that the BSE and BEE graduates are employed in public schools. The knowledge and skills they acquired in college such as communication, human relations, information technology problem solving and critical thinking are very useful and the different areas such as general, professional education and specialization subjects of the programs are useful to the works of the graduates.

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Introduction:-

Teachers are the most significant person in the society. Their work cannot be underestimated. Understandably, teachers perform numerous and critical functions in molding the youth as they enter into formal schooling which will, in turn, become a useful member of the society. Bilbao et al., (2006) emphasizes that the services of teachers as professionals should require their commitment and dedication to their work. This can only happen if the moral and ethical values were internalized by the teachers. Moreover, to practice the teaching work, it requires a long period of preparations in various subjects in college.

These subjects in college are component parts of the teacher education curriculum such as Bachelor of Secondary Education (BSE) and Bachelor of Elementary Education (BEE). The two programs have two independent objectives. CMO No. 30, Series 2004, Art. III, Sec. 4 stipulated the aims of the BSE and BEE curriculum. The BSE curriculum "aims to develop high school teachers who can teach in one of the learning areas in high school like Mathematics, Physical Sciences, Biological Sciences, English, and Filipino". On the other hand, the BEE curriculum "aims to develop elementary school teachers who are either (a) generalist who can teach across different learning areas, and (b) special education teachers, or (c) pre-school teachers".

In connection to the above-cited aims, higher education institutions offering teacher education curriculum should see to it that the curriculum should be relevant to the needs of the society or community which will be measured through the employment of graduates. Angeles (2009) stated that one of the goals for improving higher education is to

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"improve the capability of public and private HEIs to equip students with the required skills and competencies for national development and to prepare them for gainful employment".

The University of Rizal System, Antipolo City is continuously producing graduates in the field of teacher education. This is evident in the list of graduates from year to year as per record during Commencement Exercises. However, there is no record which will show the whereabouts of the graduates after graduation. Tracing the employment of these graduates is important because it will help the institution determine whether the quality of educational services and curricular programs offered are relevant to the needs of the community so that sound decision making can be made.

In view of the need to participate in sound decision making and contributed more effectively in the development of the society, this study on "Employability of BSE and BEE Graduates of University of Rizal System, Antipolo City, from SY 2003-2004 to SY 2012-2013" was conducted.

Objectives:-

The primary objective of the study was to determine the employment status of the graduates of BSE & BEE programs of the University of Rizal System, Antipolo City from School Year 2003-2004 to 2012-2013. Specifically, it sought to answer the following questions:

1. What is the pre-employment profile of the graduates in terms of undergraduate course taken and government examination passed?
2. What is the employment profile of the graduates in terms of type of employment, employment based on courses, location of the job, type of schools, positions holding, status of appointment, average waiting time to land the first job, relatedness of the first job to the course, reasons for under-employment, unemployment and self-employment?
3. How useful to the job of the graduates are the skills learned in college and the areas of the program taken?

Methods and Procedures:-

The method of research used in the study is a descriptive-survey method through the use of questionnaire checklist. The subject of the study was the 323 graduates of BSE and BEE of the University of Rizal System, Antipolo City for the period of ten (10) years starting from School Year 2003-2004 to School Year 2012-2013. Out of the 323 graduates, 295 participated in the study for the reason that other graduates cannot be located. These graduates are working in various academic and non-academic institutions not only in Region IV but also in other parts of the country and the world. The data gathering instrument used in the study was a questionnaire checklist developed by the Commission on Higher Education (CHED). The questionnaire was restructured to make it simple, and to suit the need of the study. The questionnaire elicited data on pre-employment and employment profile of the graduates, and usefulness of the subject areas taken and skills learned in college. To score the data on the usefulness of areas taken and skills of the graduates learned in college, a scale in scoring was used. These are 1.00 – 1.67 not useful; 1.68 – 2.34 useful; and 2.35 – 3.00 very useful. Other data elicited from the questionnaire were encoded and statistically treated with appropriate statistical tools.

To attain the objectives of the study, the following step by step process was undertaken:

1. A list of the graduates containing the course and year of graduation was requested from the Registrar's Office of the University of Rizal System, Antipolo City to determine their whereabouts.
2. The questionnaire was personally administered by the researcher in their homes and work stations. Some instruments were sent to the graduates through Facebook and their email addresses to gather the data needed. Before sending the questionnaire, the researcher gave instructions to answer it in two (2) to three (3) weeks and advised the graduates to attach to the facebook or send to the email address of the researcher. Furthermore, if the graduates cannot be contacted personally, the researcher did phone interviews and messaged them through chat to gather the significant data of the graduates.
3. The data elicited from the questionnaire were encoded and treated with statistical tools such as frequency, percentage distribution and mean.

Results and Discussions:-

Pre-employment Profile of Graduates

Table 1:- Distribution of the profile of graduates according to major field of specialization

Courses	F	%
Bachelor of Secondary Education (BSE)		
English	18	6.10
Filipino	15	5.09
General Science & Biological Sciences	76	25.76
Mathematics	82	27.80
Technology and Livelihood Education	34	11.52
History	4	1.36
Physical Education & Music	30	10.17
Computer Education	1	0.34
Sub-total	260	88.14
Bachelor of Elementary Education (BEE)	35	11.86
Sub-total	35	11.86
Total	295	100

As presented in Table 1, out 295 graduates who are included in the study, 260 or 88.14% are Bachelor of Secondary Education (BSE) with varied specializations, and 11.86% are Bachelor of Elementary Education (BEE) major in content courses. With the 260 BSE graduates, the majority, 82 or 27.80% are specialized in Mathematics, and few, 1 or 0.34%, is specialized in Computer Education. Most of the graduates, 197 or 82.43% are passers of the Licensure Examination for Teachers (LET) and few, 4 or 1.67%, are passers of the Philippine National Police Examination (PNPE). The result shows that most of the graduates are licensed teachers. Aquino et al., (2015) found out that majority of the Bachelor of Secondary Education graduates they traced are passers of the Licensure Examination for Teachers (LET). Nowadays, passing the LET is a primary requirement in teaching as stipulated in Section 26 of Republic Act No. 7836, which states that “in the practice of teaching in pre-school, elementary or secondary level, a person should be a duly registered professional teacher or a valid certificate of registration and a valid professional license or a holder of a valid special temporary permit”. The finding implies that the University of Rizal System is producing quality graduates. It is important to note that the quality teachers have a significant effect on their performance (Abe, 2015).

Employment Profile of Graduates:-

Table 2:- Distribution of graduates in terms type of type employment

Type of Employment	Frequency	Percent
Employed	219	74.24
Under-employed	35	11.86
Unemployed	15	5.09
Self-employed	26	8.81
Total	295	100

Table 2 shows that majority of the graduates, 219 or 74.24%, are employed and the lesser number, 15 or 8.81%, are unemployed graduates. The data indicate that the graduates were able to land a job based on the curricular programs they took up in college. The result implies that the curricular programs taken by the graduates are relevant to the needs of the community as revealed by Baking et al., (2015). Similarly, Evangelista and Morales (2017) found out that one of the BSE curriculum programs which are Science is relevant and adequate indicative of the mean score of 4.17.

Considering the course and specialization with thirty (30) employed graduates or more, BSE major in Physical Education and Music has the highest percentage of employment of 86.67, and BSE General and Biological Science have the lowest percentage of employment of 61.84. However, looking at the boundary of 50% as the minimum employment rate, all graduates of the different curricular programs have high demand. But looking at the data, the BSE graduates have high employment rate compared to BEEd graduates. This confirms the result of Rojas and Rojas (2016) stating that there is a high demand for BSE teachers in the Philippines. In addition, Cardona and Andres (2014) revealed in their study that BSE major in Mathematics graduates are employable in the country.

Majority of the employed graduates, 204 or 93.15%, are employed in the Philippines and few, 15 or 6.8%, are employed in foreign countries. The data emphasize that the employment of teacher education graduates are

dominated by those who are employed locally. It can be deduced from the findings that the teacher education graduates preferred to work as teachers in their mother land. Wong et al., (2008) revealed that most of the graduates stayed in the municipalities in the Philippines and considered their hometowns as their permanent address. In addition, working abroad is a temporary employment.

Most of the employed graduates, 134 or 61.19%, are employed in public schools, and few, 85 or 38.81%, are employed in the private schools. The data emphasize that the employment of the teacher education graduates are dominated by public schools. Based on the interviews of the graduates, they work in the public schools because of high remunerations and benefits. In addition, the graduates revealed that working in the public schools has a high security of tenure. However, Boholano et al., (2016) found out that Filipino teachers' education graduates are employable in either public or private schools.

The greater number of employed graduates, 202 or 92.24%, are holding a position as teachers and the smaller number 17 or 7.76% are holding a position as school head or principals. The data reflect that the positions held by employed graduates are dominated by teachers. Consequently, there are more employment opportunities for graduates to hold the teaching position.

Most of the employed graduates, 181 or 82.65% are permanent/regular in their job and few, 10 or 4.57%, are casual. The data shows that the employed graduates are dominated by those who are permanent. Almejas et al., (2017) reported that most of the graduates they studied are permanent in their chosen field of work. Thus, they considered them as stable in their jobs as teachers.

The greater number of employed graduates, 152 or 69.41%, have an average waiting time of 1-6 months to land their first job and the lesser number, 4 or 1.83%, have an average waiting time of 13-18 months. The data reveal that the employed graduates are dominated by those who have a short period of waiting time to land their first job. It shows that the teacher education graduates of the campus are easily employed after graduation. This validates the findings of Cañizares (2015) saying that majority of graduates in Science and Mathematics courses were able to land a regular and permanent employment in just a short span of time.

As presented in Figure 1, 48% of the graduates shared that the primary reasons for being under-employed are the salaries and benefits. The salaries and benefits given to the graduates on their current job are higher than those being received by teachers in the private or even in public schools.

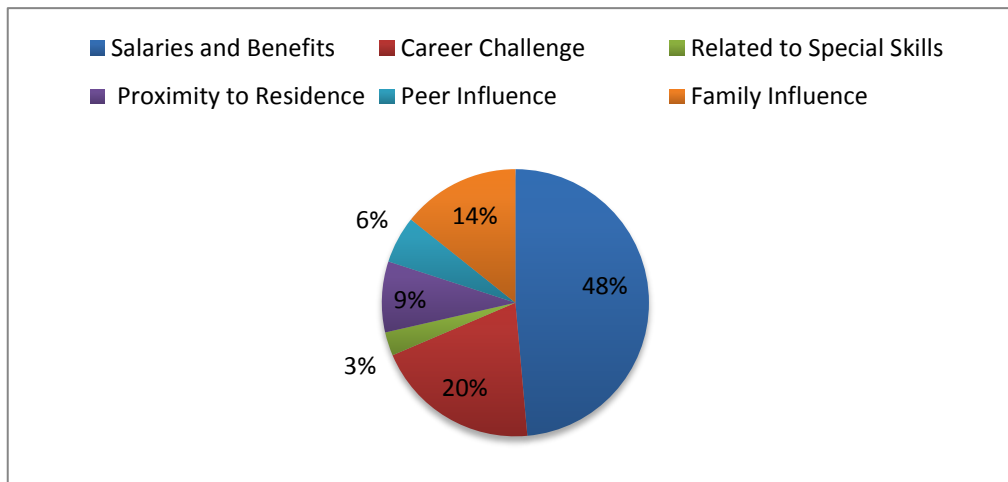


Figure 1:- Reasons of Under-employment

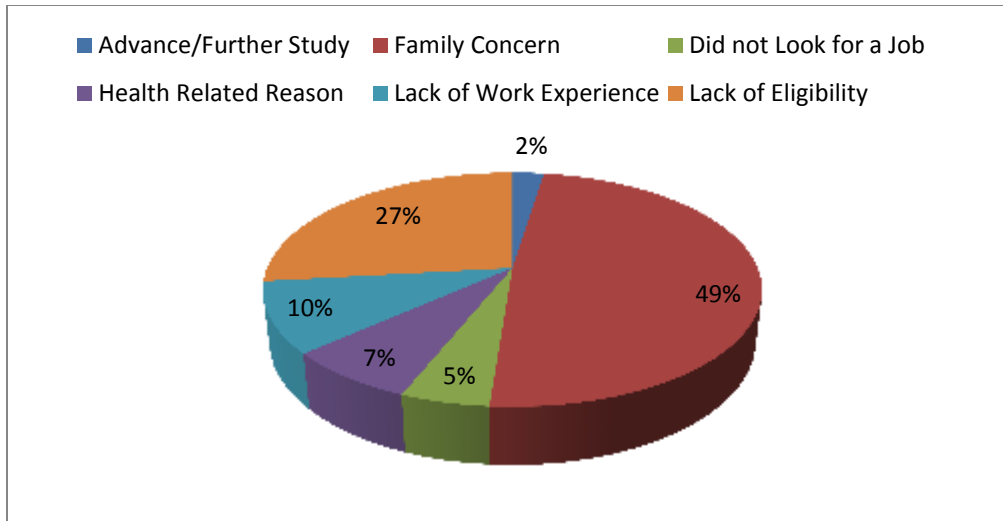


Figure 2:- Reasons of Unemployment and Self-employment

Figure 2 reflects the distribution of the graduates on the reasons for being unemployed and self-employed. Most of the graduates or 49% of them preferred to be unemployed or self-employed because they have family concerns. They chose to attend the needs of the members of their family who are young and with old/sick parents.

Usefulness to the job of the graduates the subject areas taken and skills learned in college:-

The area of the curricular programs taken in college by the employed graduates with respect of student-teaching and field studies has the highest mean rating of 2.75, verbally interpreted as very useful and research subjects have the lowest mean of 2.20, verbally interpreted as useful. Other subject areas have mean ratings with verbal interpreted as very useful. The result indicates that most of the areas taken by employed graduates are very useful to their work as teachers and school heads. The value of this fact lies in the sense that skills and competencies obtained from the different subject areas of the programs are requirements in the job (Ramirez, Cruz, and Alcantara, 2014).

As regard to the usefulness of the communication skills acquired in college, it obtained the highest mean of 2.22, verbally interpreted as useful, and the entrepreneurial skills have the lowest mean rating of 1.47, verbally interpreted as not useful. Leyaley (2015) revealed that the teacher education graduates are much skilled in oral communication. Other skills have mean ratings with the verbal interpretation of useful. Generally, the skills acquired by the employed graduates in college are useful to their jobs as teachers and employees of other government agencies. The usefulness of the skills acquired by the students is “still effective, adequate and responsive to the needs of the global community” (Gines, 2014). In addition, Abela, Cuadra and Sapan (2015) found out that knowledge and skills obtained by the graduates in were useful to their job.

Conclusions:-

Based on the results of the study, it is concluded that the graduates of Bachelor of Secondary Education and Bachelor of Elementary Education in University of Rizal System-Antipolo Campus are employable. More so, the skills and areas of the Bachelor of Secondary Education and Bachelor of Elementary Education curricula are relevant to the job of the graduates.

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